



Recommendations for Professional Development



Office of Education Performance Audits

August 2010



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Introduction

During the 2009-2010 school year, individual school Education Performance Audits were conducted at 43 schools and two juvenile institutional educational programs. These audits were limited in scope to specific areas in which performance and progress were persistently below standard. County level Education Performance Audits were conducted in three county school districts and progress reviews were conducted in two school districts. An audit was also conducted of Regional Education Service Agency 4 and of the West Virginia Schools for the Deaf and the Blind.

The Office of Education Performance Audits also conducted Follow-up Education Performance Audits in 29 schools. In total, 72 schools in 31 school districts were reviewed. Data and reports provide a statewide analysis of implications for professional development.

Professional development recommendations in this report were based on school and school system data analysis and findings drawn from school and county Education Performance Audit reports.

The Office of Education Performance Audits analyzed the 2009-2010 Education Performance Audit results data and the 2008-2009 Statewide Assessment data to identify deficiencies and make recommendations to increase the capacity of state schools and school systems for the West Virginia Board of Education's consideration in developing goals for statewide professional development.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

5.1.1. Achievement.

Achievement of students, schools, and school systems based on performance and progress persistently below standard on the Statewide Assessment Program (WESTEST) was the one common theme manifested in the findings of Education Performance Audits and recommendations for statewide professional development.

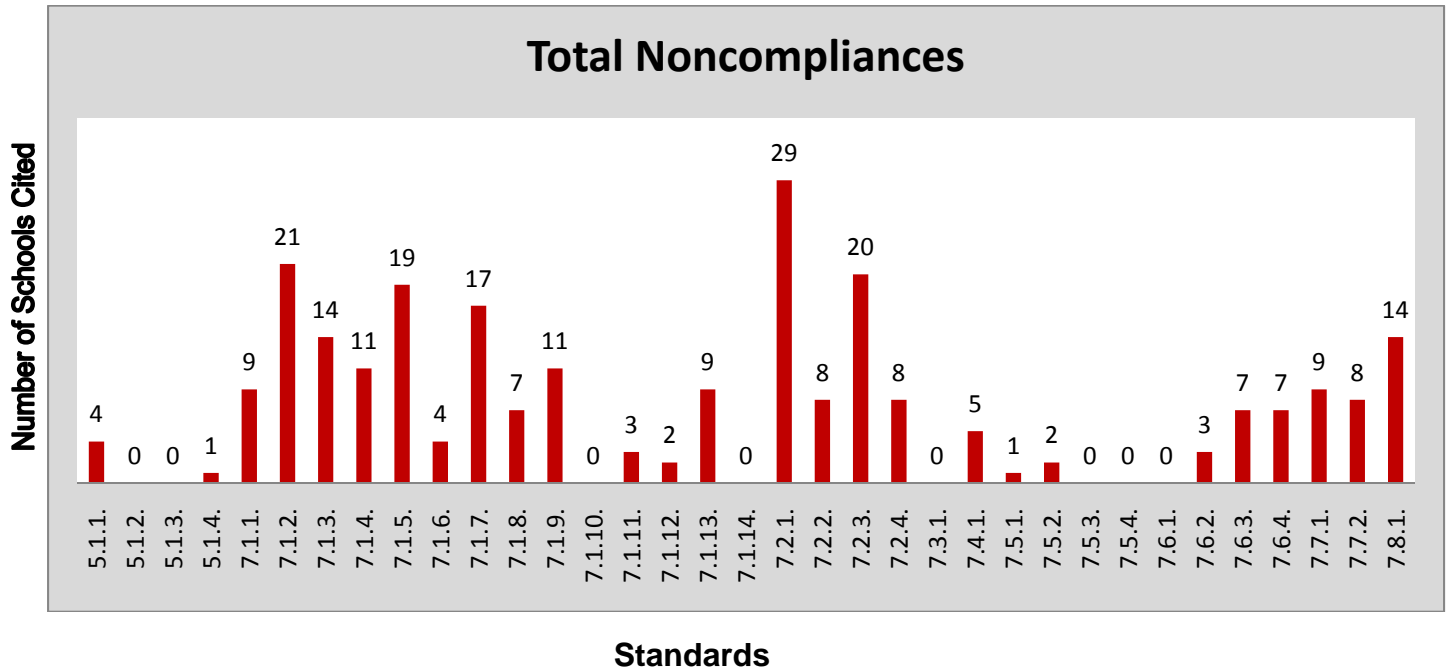
Finding: According to the *2009 Report of Ratings*, 26 schools (3.56%) were issued Temporary Accreditation status, Conditional Accreditation status, or Low Performing status for 5.1.1. Achievement among 15 (27.27%) of the 55 county school districts.

Note: Achievement data from Spring 2009 WESTEST. Furthermore, the schools identified for individual education performance audits demonstrated achievement issues.

Trend:

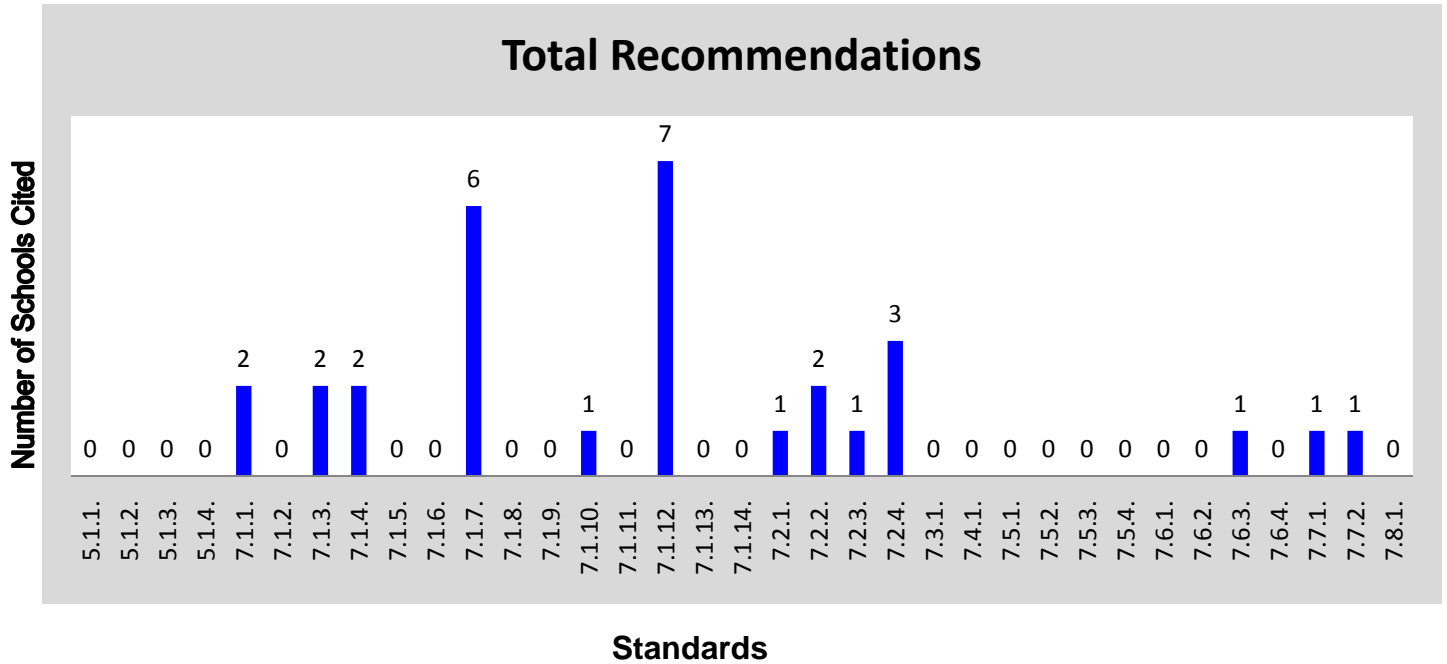
2008-09	26 schools among 15 (27.27%) of the 55 county school districts.
2007-08	23 schools among 18 (32.73%) of the 55 county school districts.
2006-07	16 schools among 14 (25.45%) of the 55 county school districts.
2005-06	53 schools among 31 (56.36%) of the 55 county school districts.
2004-05	91 schools among 39 (70.91%) of the 55 county school districts.

Top Standards Cited
School Year 2009-2010



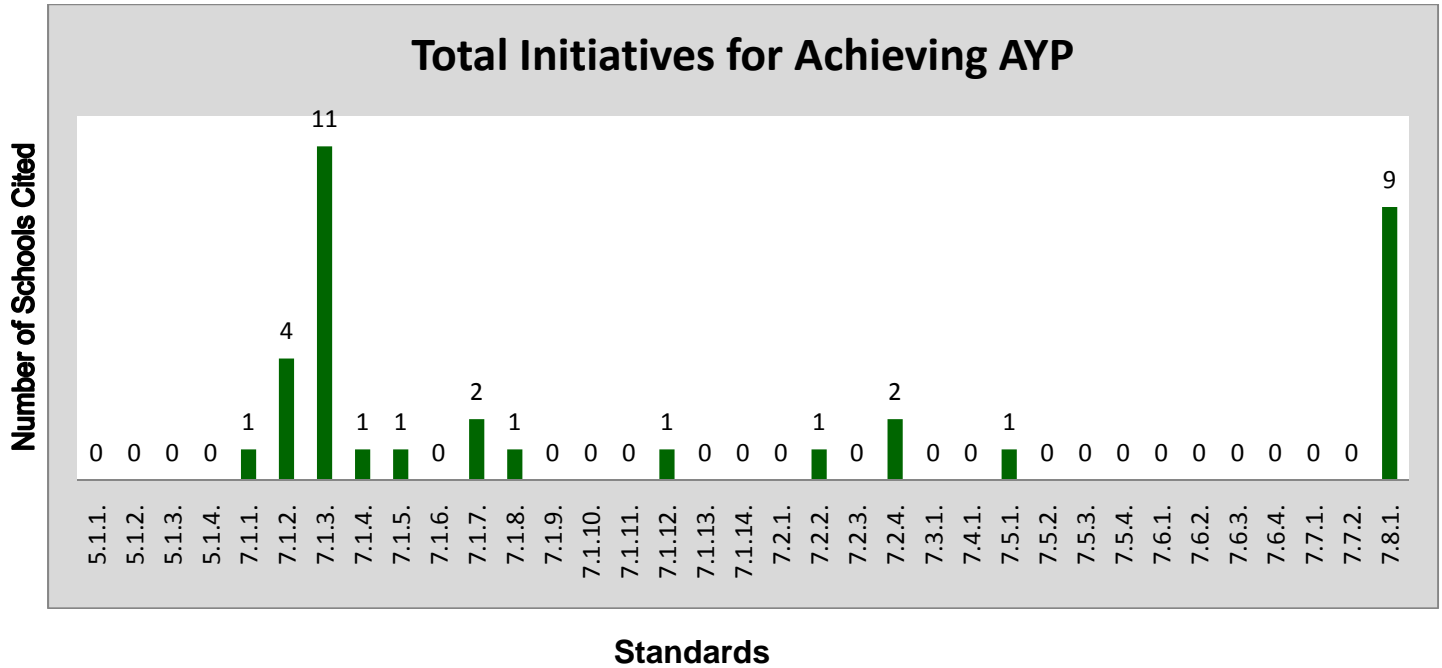
Top Standards Cited		2009-10 (43 schools reviewed)
7.2.1.	County and School electronic strategic improvement plans.	29 (67.44%) cited.
7.1.2.	High expectations.	21 (48.84%) cited.
7.2.3.	Lesson plans and principal feedback.	20 (46.51%) cited.
7.1.5.	Instructional strategies.	19 (44.19%) cited.
7.1.7.	Library/educational technology access & technology application.	17 (39.53%) cited.
7.1.3.	Learning environment.	14 (32.56%) cited.
7.8.1.	Leadership.	14 (32.56%) cited.
7.1.4.	Instruction.	11 (25.58%) cited.
7.1.9.	Programs of study.	11 (25.58%) cited.

Top Standards Cited
School Year 2009-2010



Top Standards Cited		2009-10 (43 schools reviewed)
7.1.12.	Multicultural activities.	7 (16.28%) cited.
7.1.7.	Library/educational technology access & technology application.	6 (13.95%) cited.
7.2.4.	Data analysis.	3 (6.98%) cited.

Top Standards Cited
School Year 2009-2010



Top Standards Cited	2009-10 (43 schools reviewed)
7.1.3. Learning environment.	11 (25.58%) cited.
7.8.1. Leadership.	9 (20.93%) cited.
7.1.2. High expectations.	4 (9.30%) cited.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

Schools

1. Student Performance.

Achievement.

Data indicated that student performance on the WESTEST continues as a statewide professional development priority. Areas identified during Education Performance Audits directly related to student achievement included:

- High expectations.
- Instructional strategies.
- Library/educational technology access and technology application.
- Instruction.
- Programs of study.

Graduation Rate.

While the statewide graduation rate (83.8) percent appears stabilized, nine of West Virginia's high schools did not meet the 80 percent accountability requirement. The higher graduation standard of 90 percent and the new method of calculating graduation rate have great potential to result in more schools falling below the standard.

2. Leadership.

Data indicated that leadership continues as a statewide professional development priority with 32.56 percent of the schools reviewed cited for leadership issues. Areas identified during Education Performance Audits directly related to leadership included:

- Lesson plans and principal feedback.
- Learning environment.

3. School Five-Year Strategic Improvement Plans.

Education Performance Audit results indicated that development and implementation of school electronic Five-Year Strategic Plans are considerations for statewide professional development. Strategic Plans were cited in 67.44 percent of the schools reviewed.

PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

School Systems

1. Student Performance.

Achievement.

Data indicated that school system student performance on the WESTEST 2, other assessment instruments (Dibels, ACT PLAN and EXPLORE, NAEP, college entrance examinations, advanced placement (AP) test takers and the number scoring 3 or higher, percentage of students enrolled in college developmental courses, etc.) continue as a priority for professional development.

Graduation Rate.

The increased graduation requirement and the new method of calculating graduation rate indicate that graduation rate is emerging as a consideration for Statewide development.

2. County Five-Year Strategic Plans.

Education Performance Audit findings indicated that the county Five-Year Strategic Plan development, implementation, and monitoring remain considerations for statewide professional development. All county school systems submitted plans that were ultimately approved by the West Virginia Board of Education following feedback from the West Virginia Department of Education.

3. Hiring Practices.

Education Performance Audits indicated that hiring practices and personnel issues are considerations for statewide professional development.

4. Leadership.

Education Performance Audit findings indicated County Superintendent and County Board of Education leadership as a recommendation for statewide professional development.

5. Facilities.

Education Performance Audit findings indicated the need for statewide professional development regarding the effective and efficient utilization of schools, school maintenance, and improving deteriorating school facilities.

6. Finance.

Education Performance Audit findings indicated a need for statewide professional development in finance.

APPENDIX A

Individual Schools

Standard	TOTAL NONCOMPLIANCES	TOTAL RECOMMENDATIONS	TOTAL INITIATIVES FOR ACHIEVING AYP
5.1.1. Achievement.	4	0	0
5.1.2. Participation rate.	0	0	0
5.1.3. Attendance rate.	0	0	0
5.1.4. Graduation rate.	1	0	0
7.1.1. Curriculum based on content standards and objectives.	9	2	1
7.1.2. High expectations.	21	0	4
7.1.3. Learning environment.	14	2	11
7.1.4. Instruction.	11	2	1
7.1.5. Instructional strategies.	19	0	1
7.1.6. Instruction in writing.	4	0	0
7.1.7. Library/educational technology access and technology application.	17	6	2
7.1.8. Instructional materials.	7	0	1
7.1.9. Programs of study.	11	0	0
7.1.10. Approved elective offerings.	0	1	0
7.1.11. Guidance and advisement.	3	0	0
7.1.12. Multicultural activities.	2	7	1
7.1.13. Instructional day.	9	0	0
7.1.14. Alignment with job market opportunities.	0	0	0
7.2.1. Five-year County and School electronic strategic improvement plans.	29	1	0
7.2.2. Counseling services.	8	2	1
7.2.3. Lesson plans and principal feedback.	20	1	0
7.2.4. Data analysis.	8	3	2
7.3.1. Alternative education.	0	0	0
7.4.1. Regulatory agency reviews.	5	0	0
7.5.1. Parents and the community are provided information.	1	0	1
7.5.2. Codes of conduct.	2	0	0
7.5.3. Statewide assessment.	0	0	0
7.5.4. Physical assessment.	0	0	0
7.6.1. Hiring.	0	0	0
7.6.2. Licensure.	3	0	0
7.6.3. Evaluation.	7	1	0

APPENDIX (Continued)

Standard	TOTAL NONCOMPLIANCES	TOTAL RECOMMENDATIONS	TOTAL INITIATIVES FOR ACHIEVING AYP
7.6.4. Teacher and principal internship.	7	0	0
7.7.1. School rules, procedures, and expectations.	9	1	0
7.7.2. Policy implementation.	8	1	0
7.8.1. Leadership.	14	0	9

TOTAL

**253 Noncompliances
30 Recommendations
35 Initiatives for Achieving AYP, and
1 Exemplary Program.**

APPENDIX B

FIVE-YEAR TREND DATA

Top Standards Cited	2009-10 (43 schools reviewed)
7.2.1. County and School electronic strategic improvement plans.	29 (67.44%) cited.
7.1.2. High expectations.	21 (48.84%) cited.
7.2.3. Lesson plans and principal feedback.	20 (46.51%) cited.
7.1.5. Instructional strategies.	19 (44.19%) cited.
7.1.7. Library/educational technology access & technology application.	17 (39.53%) cited.
7.1.3. Learning environment.	14 (32.56%) cited.
7.8.1. Leadership.	14 (32.56%) cited.
7.1.4. Instruction.	11 (25.58%) cited.
7.1.9. Programs of study.	11 (25.58%) cited.

Top Standards Cited	2008-09 (32 schools reviewed)
7.8.1. Leadership.	12 (37.50%) cited.
7.1.2. High expectations.	11 (34.38%) cited.
7.2.3. Lesson plans and principal feedback.	11 (34.38%) cited.
7.1.7. Library/educational technology access & technology application.	10 (31.25%) cited.
7.2.1. County and School electronic strategic improvement plans.	10 (31.25%) cited.
7.1.5. Instructional strategies.	9 (28.13%) cited.
5.1.1. Achievement	7 (21.88%) cited.
7.2.4. Data analysis.	7 (21.88%) cited.
7.1.9. Programs of study.	6 (18.75%) cited.
7.1.13. Instructional day.	6 (18.75%) cited.

Top Standards Cited (Schools)	2007-08 (53 schools reviewed)
7.2.3. Lesson plans and principal feedback.	24 (45.28%) cited.
7.1.2. High expectations.	19 (35.85%) cited.
7.8.1. Leadership.	19 (35.85%) cited.
7.2.1. County and School electronic strategic improvement plans.	16 (30.19%) cited.
7.1.5. Instructional strategies.	15 (28.30%) cited.
7.6.3. Evaluation.	13 (24.53%) cited.
7.1.7. Library/educational technology access & technology application.	12 (22.64%) cited.
7.1.13. Instructional day.	11 (20.75%) cited.

Top Standards Cited (Schools)	2006-07 (39 schools reviewed)
6.2.3. Lesson plans and principal feedback.	24 (61.54%) cited.
6.1.5. Instructional strategies.	21 (53.85%) cited.
6.1.2. High expectations.	18 (46.15%) cited.
6.2.1. Unified County and School Improvement Plans.	17 (43.59%) cited.
5.1.1. Achievement.	15 (38.46%) cited.
6.4.1. Regulatory agency reviews.	14 (35.90%) cited.
6.1.7. Library/educational technology access & technology application.	13 (33.33%) cited.
6.1.8. Instructional materials.	13 (33.33%) cited.
6.2.4. Data analysis.	12 (30.77%) cited.
6.1.13. Instructional day.	10 (25.64%) cited.
6.8.1 Leadership.	10 (25.64%) cited.
6.1.6. Instruction in writing.	9 (23.08%) cited.

Top Standards Cited (Schools)	2005-06 (53 schools reviewed)
5.1.1. Achievement.	37 (69.81%) cited.
6.1.5. Instructional strategies.	24 (45.28%) cited.
6.2.3. Lesson plans and principal feedback.	24 (45.28%) cited.
6.1.2. High Expectations.	20 (37.74%) cited.
6.1.6. Instruction in writing.	19 (35.85%) cited.
6.1.7. Library/educational technology access and technology application.	18 (33.96%) cited.
6.1.12. Multicultural activities.	16 (30.19%) cited.
6.1.1. Curriculum based on content standards and objectives.	15 (28.30%) cited.
6.4.1. Regulatory agency reviews.	12 (22.64%) cited.